But when there are two or more adults (leaving on one side now the question of other children) he does get some of the relief which he so much needs, by the splitting of love and hate, and the displacement of hostility on to the less important, the less feared or less loved adult.

This is the main key, for example, to Dan's early attitude of hostility to me when Miss B. was present, as well as to those everyday instances of difficulty in the nursery when both mother and nurse are there.

When two grown-ups are with the child, one of them may be won over to his side, and much of his hostility can then be expended on the other. These two aims, of parting the grown-ups, and of finding relief to the tension of ambivalent feeling by expressing love and hate towards different objects, thus dovetail into and reinforce each other. Dan's remark (4.3.25) when the other children talked about " killing Mrs. I. *and* Miss B.", " Yes, we don't mind being alone, do we ? " revealed the need to reassure himself against that very fear— he would have given a far readier and more cheerful assent to " killing " only *one* of us, and preferably " Mrs. I."

The active hostility shown to Miss D. and Miss C. in turn when they first joined the school staff reveals a choice of object determined simply by the fact that these grown-ups were strangers and new-comers. The children took advantage of their every piece of unawareness of the school customs or appurtenances to tease Miss D. or Miss C., and to attain a greater liberty than they would have enjoyed with the staff who knew where things were and what standards of conduct were normally expected.

The cruder and more direct expressions of the child's ambivalence towards people in his immediate environment naturally tend to become modified and tempered

as he grows older, and as his feelings have the chance to diffuse themselves over a wider circle of persons outside the home. The hostility comes to take less often the form of real defiance, and more readily a playful expression of some sort, such as the giving of nicknames or the imitation of mannerisms.

We can see the mechanism at work with older children, however, in veiled forms. Most schools have, for example, at least one member of the staff who is disliked or despised, to a greater or lesser extent, and at least comparatively. The weak teacher in a school usually has to suffer all the